

## Garrett Academy of Technology

2731 Gordon Street  
North Charleston, SC 29405

**Grades** 9-12 High School

**Enrollment** 702 Students

**Principal** David S. Parsons 843-745-7126

**Superintendent** Dr. Maria L. Goodloe-Johnson 843-937-6319

**Board Chair** Ms. Nancy Cook 873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	3	9	8	7

### IMPROVEMENT RATING

EXCELLENT

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Excellent	Yes

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	78.7	74.8	77.6	64.3	60.2	64.5
Passed 1 subtest	16.8	17.4	15.8	17.9	19.0	16.1
Passed no subtests	4.6	7.7	6.6	21.3	20.8	20.0

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	97.9%	88.9%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	2.2	3.7
Seniors who met the SAT/ACT requirement	2.2	3.8
Seniors who met the grade point average	34.8	37.3

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	148	158
Number of Diplomas	142	110
Rate	95.9%	71.8%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	84.0	71.5
English 1	66.5	54.1
Biology 1/Applied Biology 2	66.7	43.0
Physical Science	32.5	28.6
All Subjects	59.7	49.3

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	188	97.9	138	2.2	142	95.9	Yes
<b>Gender</b>							
Male	66	95.5	43	7.0	52	88.5	N/A
Female	122	99.2	95	0.0	96	100.0	N/A
<b>Racial/Ethnic Group</b>							
White	8	100.0	6	16.7	6	100.0	N/A
African American	176	97.7	130	1.5	140	95.7	N/A
Asian/Pacific Islander	N/A	N/A	0	0.0	N/A	N/A	N/A
Hispanic	2	100.0	1	0.0	1	100.0	N/A
American Indian/Alaskan	N/A	N/A	1	0.0	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	176	99.4	134	2.2	139	98.6	N/A
Disabilities other than speech	12	75.0	4	0.0	9	55.6	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	188	97.9	138	2.2	148	95.9	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-Limited English Proficient	188	97.9	138	2.2	148	95.9	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	145	98.6	110	95.5	110	95.5	N/A
Full-pay meals	43	95.3	44	2.3	38	97.4	N/A

n = number of students on which percentage is calculated

**Abbreviations for Missing Data**

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	183	99.5	6.6	43.1	36.5	13.8	60.8	Yes	Yes
<b>Gender</b>									
Male	74	98.6	8.3	43.1	37.5	11.1	58.3	N/A	N/A
Female	109	100.0	5.5	43.1	35.8	15.6	62.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	10	100.0	N/A	30.0	70.0	N/A	80.0	I/S	I/S
African American	172	99.4	6.5	44.1	34.7	14.7	60.0	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	169	99.4	3.6	43.1	38.3	15.0	64.1	N/A	N/A
Disabled	14	100.0	42.9	42.9	14.3	N/A	21.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	183	99.5	6.6	43.1	36.5	13.8	60.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	183	99.5	6.6	43.1	36.5	13.8	60.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	129	100.0	7.0	45.0	33.3	14.7	58.1	Yes	Yes
Full-pay meals	54	98.1	5.8	38.5	44.2	11.5	67.3	N/A	N/A
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	183	99.5	20.4	44.8	29.8	5.0	55.2	Yes	Yes
<b>Gender</b>									
Male	74	98.6	22.2	37.5	31.9	8.3	55.6	N/A	N/A
Female	109	100.0	19.3	49.5	28.4	2.8	55.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	10	100.0	N/A	80.0	10.0	10.0	50.0	I/S	I/S
African American	172	99.4	21.2	42.9	31.2	4.7	55.9	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	169	99.4	18.0	45.5	31.7	4.8	57.5	N/A	N/A
Disabled	14	100.0	50.0	35.7	7.1	7.1	28.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	183	99.5	20.4	44.8	29.8	5.0	55.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	183	99.5	20.4	44.8	29.8	5.0	55.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	129	100.0	20.9	45.7	29.5	3.9	55.8	Yes	Yes
Full-pay meals	54	98.1	19.2	42.3	30.8	7.7	53.8	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 702)</b>				
Retention rate	0.4%	Down from 1.7%	9.1%	7.0%
Attendance rate	95.9%	Down from 96.0%	95.1%	95.5%
Eligible for gifted and talented	4.6%	Down from 4.7%	3.5%	7.9%
With disabilities other than speech	5.9%	Down from 6.8%	15.3%	12.3%
Older than usual for grade	3.1%	Down from 3.8%	13.2%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.4%	Up from 4.0%	1.9%	1.2%
Enrolled in AP/IB programs	11.2%	Down from 12.9%	5.4%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	2.2%		4.0%	10.2%
Annual dropout rate	0.1%	Down from 0.4%	3.2%	2.8%
Career/technology students in co-curricular organizations	16.0%	Up from 13.4%	4.9%	3.5%
Enrollment in career/technology center courses	687	Down from 696	286	448
Students participating in worked-based experiences	100.0%	Up from 96.3%	20.4%	24.2%
Career/technology students mastering core competencies	72.4%	Down from 74.5%	79.5%	80.0%
Career/technology completers placed	97.3%	Down from 98.0%	98.6%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 66)**

Teachers with advanced degrees	47.0%	Up from 42.9%	48.3%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.7%	N/A	12.6%	9.6%
Teachers with emergency or provisional certificates	10.8%	Down from 11.3%	14.9%	9.9%
Teachers returning from previous year	88.7%	Up from 87.5%	82.3%	86.3%
Teacher attendance rate	96.6%	Up from 95.9%	95.2%	95.3%
Average teacher salary	\$42,681	Up 4.4%	\$41,107	\$42,943
Prof. development days/teacher	8.9 days	Down from 9.8 days	10.6 days	11.2 days

**School**

Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio in core subjects	25.0 to 1	Down from 25.3 to 1	23.5 to 1	25.7 to 1
Prime instructional time	91.4%	Up from 90.4%	88.6%	89.3%
Dollars spent per pupil*	\$8,891	Up 5.5%	\$7,652	\$6,792
Percent of expenditures for teacher salaries*	49.9%	Down from 60.0%	52.4%	55.3%
Percent of expenditures for instruction*	66.3%		61.0%	61.1%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	34.3%	Down from 58.9%	95.0%	92.8%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Garrett Academy of Technology is a county-wide, comprehensive magnet high school focused on rigorous and relevant instruction in both academic and technical courses of study. Students select Applied, College Prep, Honors, or AP classes, as well as choosing one of eighteen Career and Technology majors. Graduates are fully prepared for post-secondary education or the pursuit of a career in the workplace or military service.

Instruction is geared toward achieving State Standards and relating academic lessons to real world experiences. Teachers work in departments to develop common assessments and the sequence of instruction, analyze results from MAP testing, and target students in need of assistance. Instructional grade clusters meet to plan interdisciplinary lessons and to share best practices with their co-teachers. Students participate in School-to-Career co-op and internship placements, providing hands-on work experiences in their chosen career fields.

Many students come to high school unprepared for the rigor of academic classes. Programs are established to assist students during the school day, after school, and during the summer. Students testing Below Basic are scheduled into Essentials of Math and Reading classes in addition to regular classes to provide extra support in basic skills.

Students receive individual tutoring through the daily Homework Center and Morning Math Lab. A summer Gear-Up program assists rising ninth graders to transition into high school.

Maintaining a safe and orderly school environment is our first obligation, so that teachers can teach and students can learn. The school-wide discipline policy is established to be firm, fair, and consistent in dealing with problem behaviors. Our staff meets weekly with small groups of students in Advisory Teams to work on character development and social skills. A Conflict Resolution/Peer Mediation program is run through Guidance to assist students in solving conflicts productively. Involvement of parents is essential in reinforcing expectations for appropriate behavior.

The school has strong business and industry support through eighteen Business Advisory Committees and Business Partners' participation in the School Improvement Council. Students belong to professional organizations, such as VICA, DECA, and HOSA, and participate in annual competitions at the regional, state, and national level through their Career and Technology programs.

Garrett Academy is an active participant in the High-Schools-That-Work network. This school improvement model focuses on data analysis of student performance and evaluation of instructional practices. Following the Charleston Plan for Excellence, the faculty and staff will continue to work with the School Improvement Council to involve all stakeholders in evaluating program effectiveness, implementing necessary changes, and challenging students to perform at their highest potential.

David Parsons, Principal

Richard Slonim, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	63	114	65
Percent satisfied with learning environment	90.5%	72.8%	92.2%
Percent satisfied with social and physical environment	91.9%	77.0%	83.1%
Percent satisfied with school-home relations	74.6%	83.2%	76.6%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.